



2019-2020 Charter School Program High Quality Replication Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, April 30, 2019

NOGA ID

Authorizing Legislation

P.L. 114-95, ESEA, as amended by ESSA, Title IV, Part C; TEC, Chapter 12; TAC, Chapter 100, Subchapter AA

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION
2019 APR 30 PM 4:11

Grant period from

July 1, 2019 - August 31, 2020

☒ Pre-award costs are not permitted.

1. Federal Definition of a Public Charter School
2. Documentation of Authorization to Charter
3. Board of Trustees Approval
4. Narrative Description from Superintendent

Amendment Number (For amendments only; enter N/A when completing this form to apply for grant funds):

Organization **Throckmorton Collegiate ISD** CDN **224901** Vendor ID **ESC 9** DUNS **046876629**
Address **210 College St** City **Throckmorton** ZIP **76483** Phone **940-849-2411**
Primary Contact **Michelle Cline** Email **cline@throck.org** Phone **940-849-2411**
Secondary Contact **Britnee Woods** Email **woods@throck.org** Phone **940-849-2411**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Michelle Cline** Title **Superintendent**

Email **cline@throck.org** Phone **940-849-2411**

Signature  Date **4/30/2019**

Grant Writer Name **Michelle Cline** Signature  Date **4/30/2019**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-19-109** SAS # **440-20** **2019-2020 Charter School Program High-Quality Replication Grant** Page 1 of 13

2019-019609

701-19-109-033

Shared Services Arrangements**X** SSAs are **not permitted** for this grant.**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|--|---|
| Throckmorton Collegiate ISD (TCISD) students are performing below the state average (for all STARR grades and subjects) at the approaching, meets, and masters levels. | Following a comprehensive needs assessment with Educate Texas (EDTX), Collegiate Edu-Nation (CEN) will begin implementing its instructional model focused on student research, AVID, and the Common Instructional Framework. Students at Roscoe College ISD—the CEN model—meet or exceed statewide STAAR averages, so TISD achievement results will increase at similar levels. |
| Only half of TCISD graduates (50%) are considered college-ready. | Due to the focus on research, workforce opportunities, and college readiness in Roscoe Collegiate ISD (the model for the CEN partnership with TCISD) 100% of Roscoe graduates are college-ready. TCISD will adopt these focus areas with fidelity to increase the district's college readiness rates to similar levels. |
| Very few graduates of TCISD who attain a post-secondary degree or credential remain in the community as adults, which contributes to "brain drain." | As part of the Collegiate Edu-Nation network, TCISD graduates will have the opportunity to participate in local paid apprenticeships while earning their post-secondary degrees. This will not only increase the number of residents with degrees and credentials, but also revitalize the local economy. |

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By 2020, the CEN partnership in Throckmorton will implement the Roscoe model with high levels of fidelity, resulting in 75% of graduating TISD seniors being college ready and the campus earning an A letter grade.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Schools in the CEN network will use the Measures of Academic Progress (MAP) assessment as its quarterly benchmark assessment tool. In the first-quarter, 30% of TCISD students will have achieved mastery according to the MAP Reading and Math assessment.

Measurable Progress (Cont.)

Second-Quarter Benchmark

60% of TCISD students will have achieved mastery according to the MAP Reading and Math assessment.

Third-Quarter Benchmark

90% of TCISD students will have achieved mastery according to the MAP Reading and Math assessment.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks do not show progress towards meeting your summative SMART goal, describe how you will use evaluation data to modify your program for sustainability.

TCISD will use project evaluation data to assess the effectiveness of the CEN partnership. This will happen in the form of a quarterly review, allowing the TISD superintendent and board to stop and take stock, review MAP and other data, and to ask the CEN leadership big-picture questions like, "Are we doing the right things to reach the performance objectives?" This step enables CEN leaders, who are managing the campus, to report quarterly and cumulatively on their progress toward achieving their goals, objectives, and expected outcomes. If outcomes are on track, TCISD leaders will ask the CEN leaders "what did you do to achieve these results?" If, on the other hand, outcomes are not on track, TCISD leaders will ask, "to what do you attribute to the lower performance and what will you do differently to course correct." In addition to the actions in response to student performance data, the TCISD leadership will also review financial data. When the two data sets and related actions are combined, the partnership will have a clear plan for the financial and programmatic sustainability.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ 3. The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the 2019–2020 Charter School Program High-Quality Replication Grant Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the grant program.
- ☒ 4. The applicant provides assurance that their financial accounting system adheres to the following requirements:
- a. accommodates the minimum 15-digit account code mandated by the FASRG;
 - b. generates information needed for PEIMS reporting; and
 - c. ensures adequate accountability of state and federal funds.
- If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with these grant funds. Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.
- ☒ 5. The applicant provides assurance that it will maintain clear documentation and data for the school and students served by this grant program, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the grant funds.
- ☒ 6. The applicant provides assurance that it has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the applicant will provide such copy immediately.
- ☒ 7. According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Attachment #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.
- ☒ 8. **Open-enrollment charter holders applying on behalf of a high-quality campus approved by the commissioner of education:** The applicant provides assurance that the existing charter, as approved by the applicable state authorizer (the SBOE or the commissioner of education), and the Application for High-Quality Campus Designation, under which the new charter school campus was approved by the commissioner of education, are incorporated by reference into this grant application and address statutory requirements in compliance with PL 114-95, Title IV, Part C, ESSA.
- ☒ 9. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the campus charter school will:
- a. maintain documentation which clearly demonstrates the supplementary nature of these funds;
 - b. be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065;
 - c. be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2019-2020 school year; and
 - d. be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the district. traditional campuses within the district.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your compliance.

- ☒ 10. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that, as per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), the local education agency (LEA) will not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.
- ☒ 11. **Charters established under TEC Chapter 12, Subchapter C:** The applicant provides assurance that the school district will:
- participate in the Texas Authorizer Leadership Academy (TALA) program;
 - review and adopt the Texas Education Agency's model Chapter 12, Subchapter C authorizer policies and charter application;
 - annually publish its authorizer policies;
 - submit its updated policies and charter application to TEA, along with the exact web address where this information is posted on the district's website, by October 1, 2019;
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have its own independent board, separate and apart from the school district's board of trustees, to oversee management of the originating campus and its replication; and
 - work with a high-quality charter management organization (CMO) or create an innovation management organization (IMO) that will have an Executive Director/Chief Executive Officer (CMO) who is responsible for management of the originating campus and its replication.

By certifying acceptance of and compliance with these provisions and assurances (11 a-f), the applicant further certifies that noncompliance with any of these provisions and assurances may result in forfeiture of participation in this grant program.

Statutory Requirements

1. Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The eligible applicant for this grant is TCISD and has a few key roles and responsibilities, including a) authorizing the CEN partner to manage the TCISD campus an in-district charter, b) setting the vision and goals for the district, c) aligning the CEN partner to the goals, d) holding the CEN partner accountable to performance measures in the agreement, and e) establishing the process and systems for the partnership review, renewal, and potential revocation.

The partner is CEN, which has been authorized by the TCISD board to manage the TCISD campus. CEN also has a few key roles and responsibilities, including a) accountability to TCISD; b) meeting performance measures in the agreement; c) managing the principal and other instructional staff members; and d) securing internal and external resources to implements its strategy.

CEN has several autonomies that are central to the partnership such as a) governing board independence from the TCISD; b) personnel; c) school vision and culture; d) instructional programming, design, and use of time; e) and budget.

2. Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

TCISD's governing board unanimously approved an 1882, in-district partnership agreement with CEN on March 26, 2019 (see Attachment 2). Addendum A-3 of the agreement prioritizes student achievement and letter grade ratings as primary performance outcomes for the partnership. Section 4.06 of the agreement allows TCISD to terminate the agreement if CEN fails to meet the goals after the second year of the partnership. Moreover, Addendum A-3 of the agreement specifies that TCISD may terminate the agreement if CEN fails to effectively manage the school, including failure to meet financial, structural, or operational goals such as having 30 days cash on hand (Addendum A-4).

3. Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

Section 9.01 of the performance agreement defines CEN as having the sole authority over curriculum and program, and to select or remove employees. CEN also has the ability to manage school operations, teaching and other instructional staff, as well as other campus-based personnel such as counselors and PE teachers. All of these autonomies will be used to achieve the long-term performance goal of postsecondary attainment of TCISD students. This is consistent with the federal definition of a public charter school (Section 4310) in that the school operates in pursuit of a specific set of educational objectives (4301C) and is exempt from State or local rules that inhibit the flexible operation and management of the school (4301A). Although TCISD is a District of Innovation in Texas, which provides exemptions from certain state laws related to the school start date and class sizes, the CEN partnership will provide even more flexibility regarding elementary teacher certification and salary schedule.

Statutory Requirements

4. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

TCISD's has conducted extensive outreach to gather input from parents and community members about the CEN partnership. This includes community meetings with parents, staff, leaders of Educational Service Center 9, the mayor, county judge, and retired educators. Local business leaders (ranchers, bankers, and hospital executives) have met with the superintendent as early as 2017 to learn about the Roscoe model and then to understand the implications of CEN managing the TCISD campus. Because declining enrollment has been a persistent challenge in Throckmorton, community members see the CEN partnership as a way not only to increase enrollment in TCISD, but to significantly improve the performance of students who attend.

5. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

To support the launch of a high-performing CEN partner campus in Throckmorton, the district will prioritize resources in the area with the biggest impact on student achievement--educators. As described in the Request for Grant Funds section of this application, the majority of funding will flow to CEN and its partner Educate Texas to support professional development for teachers and leaders in Throckmorton. These activities will include a comprehensive assessment of instructional needs, as well as support to implement the strategies that have driven student achievement results in Roscoe, the model campus for the TCISD replication. Such instructional strategies include project-based learning with a focus on high-cognition student research activities, Advancement Via Individual Determination (AVID) college readiness programming, and the Common Instructional Framework--as set of powerful teaching and learning strategies. In addition, the activities also target educator compensation (limited to the planning phase and 30 days of implementation), provide resources to select supplementary textbooks aligned with the instructional model, and make minor facilities repairs to create a powerful learning environment. For the TCISD/CEN partnership, CSP grants are designed to be catalytic and to build the CEN model in Throckmorton, with future implementation activities to be covered by existing revenues. While TCISD leaders have conservative assumptions about district revenue growth, expected higher enrollments due to increased student and school performance will also create new revenue opportunities to support CEN program enhancements after the end of the grant period.

6. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

Parent, family, and community engagement is part of the culture in small towns like Throckmorton (population 828). TCSID leadership will build on this culture by implementing several strategies to support the operation of the CEN partner campus:

- Create an STEM Advisory Committee (similar to Roscoe Collegiate ISD, the CEN model district) of community leaders and district partners committed to implementing the CEN model and improving student achievement
- Review and improve upon existing community workforce partnerships in health and technology
- Expand the number of community events held at the TCISD campus, which is in the center of town
- Host information nights for parents and families on a variety of topics such as project-based learning and financial aid

Statutory Requirements

7. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.

TCISD will provide transportation services to the CEN campus. This will include transportation for students with special needs. As student enrollment from communities outside Throckmorton increases due to increase student and school performance, the TCISD leadership will consider additional expenditures from increase student revenue to meet expanding transportation needs.

8. Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

While TCISD does not anticipate requesting any waivers of Federal statutory or regulatory requirements, CEN and TCISD leadership plan to use charter school flexibility from state rules related to elementary teacher certification and the minimum salary schedule.

TEC, Subchapter C, Campus Charter Schools, must address the following requirement (#9):

9. Describe the educational program of the existing high-quality charter school that the district has partnered with at the proposed charter school campus, including a) how the program will enable all students to meet challenging state student academic achievement standards; b) the grade levels or ages of children to be served; and c) the curriculum and instructional practices to be used. Provide reference to relevant program-related attachments, including page numbers, where necessary.

Roscoe Collegiate ISD, the model district for TCISD, has three key program components that have resulted in A-rated campuses, 100% college readiness rates, and 90% associates degree attainment prior to high school graduation. The program components that have raised student achievement are 1) higher education partnerships; 2) workforce readiness initiatives; and 3) PK-12 college-ready instruction. The components will be in the TCISD partnership from PK through 12th grade. In higher education, CEN's partnership will create universal early college, which equips 90% of students to earn an associate degree by the time they graduate from high school. The Texas A&M AgriLife Extension also brings critical resources to CEN schools, including high school and graduate-level research and demonstration support. For workforce readiness initiatives, CEN will support TCISD to develop local industry partnerships that create paid apprenticeships for all high school students, and build key career and life-readiness skills. Finally, the PK-12 college-ready instructional practices include AVID, project-based learning (PBL), and the Common Instructional Framework (CIF). 100% of TCISD students will participate in AVID as a key element to develop college readiness and to build a college-going culture in the district and community. PBL principles in the partnership reinforce the college-focus as all students complete self-selected research projects beginning in the 3rd grade. CIF provides a nationally-recognized set of rigorous instructional and learning tools.

Statutory Requirements**TEC, Subchapter C, Campus Charter Schools, must address the following requirements listed below (#10 - #13):**

10. Describe how the district authorizer will monitor the proposed charter school campus in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners. Provide reference to relevant program-related attachments, including page numbers, where necessary.

TCISD takes its role as a district authorizer very seriously. While small in size, the district has developed an authorizing policy that is consistent with state and national authorizing best practices. This includes adopting the model authorizing policy recommended by the TEA Division of System Support and Innovation (DSSI) (see Attachment 2). TCISD Superintendent Michelle Cline reviewed the National Association of Charter School Authorizers (NACSA) standards for school authorizing. Two of the most important standards are performance contracting (incorporated into the performance agreement between TCISD and CEN), and ongoing oversight and evaluation. Based in part on feedback from TEA DSSI staff, TCISD has updated its oversight system to exclude the campus principal from the review team and added more detail to its renewal and revocation system. Finally, TCISD reviewed RCISD's disaggregated performance data and trusts (but also will verify through quarterly data reviews) that CEN will serve at the highest level students with disabilities and English learners.

11. Describe the manner in which an annual independent financial audit of the campus is to be conducted. The campus charter must have a plan for an audit that is separate and apart from the district's annual financial audit. Provide reference to relevant program-related attachments, including page numbers, where necessary.

As articulated in Section 14.04 of the TCISD/CEN performance agreement (see Attachment 2), CEN will complete an annual financial report that includes an audit of the campus (campus function code 11). To comply with the financial performance goals (see Attachment 2, Addendum A-4), CEN will maintain high quality financial management as demonstrated, in part, with an unqualified audit opinion. TCISD will continue a separate and independent audit that focuses on administrative functions (campus function code 18841, 53, etc.).

12. Describe the manner in which the campus will provide information necessary for the school district in which it is located to participate, as required by TEC, Chapter 12, Subchapter C, or by SBOE rule, in public education information systems (PEIMS). Provide reference to relevant program-related attachments, including page numbers, where necessary.

As articulated in Section 9.02.3 of the TCISD/CEN performance agreement (see Attachment 2), TCISD will employ personnel for maintaining necessary records as required by TEC, Chapter 12, Subchapter C. CEN will provide, in a timely manner, all the necessary student performance and other data from the campus for TCISD to comply with these requirements.

13. Describe the manner in which the district will flow other federal and state funds to the proposed charter school campus. Describe the timelines for flowing the federal and state funds to the campus that will ensure students are promptly receiving the benefit of services that appropriate federal and state funds can provide. Provide reference to relevant program-related attachments, including page numbers, where necessary.

All federal and state funds received by TCISD will flow to the CEN-managed campus. TCISD leadership will meet with CEN to review all potential federal, state, and local resources that can be used to support the partnership. The superintendent also will direct TCISD staff that manage those funds to ensure they flow to CEN.

TEA Program Requirements

1. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2019–2020.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|----|---------------|----|----|----------------|----|----|----------------|----|----|----|----|----|----|-------|
| District-Authorized | 15 | 10 | 13 | 16 | 15 | 12 | 13 | 16 | 20 | 15 | 12 | 19 | 15 | 16 | 207 |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | | | | | | | | | | | | | |
| Total Staff | 20 | Total Parents | | 75 | Total Families | | 70 | Total Campuses | | | | | | | |

2. Provide the number of students in each grade, by type of school, projected to be served under the grant program in 2020–2021.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|---------------------|----|---------------|----|----|----------------|----|----|----------------|----|----|----|----|----|----|-------|
| District-Authorized | 17 | 12 | 15 | 17 | 19 | 15 | 14 | 19 | 22 | 17 | 14 | 21 | 17 | 18 | 237 |
| Total Staff | 21 | Total Parents | | 80 | Total Families | | 75 | Total Campuses | | | | | | | |

3. Provide the number of students to be served in 2019–2020 who would otherwise attend a school identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

| Charter School Type | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--|----|---------------|---|----|----------------|---|----|----------------|---|---|---|----|----|----|-------|
| District-Authorized | 3 | 2 | 5 | 4 | 4 | 3 | 2 | 6 | 7 | 6 | 4 | 8 | 7 | 7 | 68 |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | | | | | | | | | | | | | |
| Total Staff | 4 | Total Parents | | 34 | Total Families | | 40 | Total Campuses | | | | | | | |

4. Provide the names and nine-digit county/district/campus numbers of the campuses identified as an *Improvement Required* campus (from the most recent accountability ratings) that serves the same grade levels as the proposed charter school that you will be impacting as described above. Please click on the *All Campuses by Rating* link available at <https://tea.texas.gov/2018accountability.aspx> for more information.

| # | District Name | Campus Name | 9 Digit CDC Number |
|--|-------------------|-----------------|--------------------|
| 1. | Burkburnette ISD | Burkburnette MS | 243-901-041 |
| 2. | Wichita Falls ISD | Kirby MS | 243-905-048 |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| Not Applicable - No students will be served during the 2019–2020 school year. <input type="checkbox"/> | | | |

5. **TEC, Subchapter C, Campus Charter Schools (check all that apply):**

- ☒ a. The school district is currently participating in the Texas Authorizer Leadership Academy (TALA) and/or the System of Great Schools (SGS) Network.
- ☒ b. The school district board of trustees will establish a separate, independent operator board to oversee charter school replication activities within the district.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

| | | | |
|-------|----------------------|---------|----------------------|
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |
| Group | <input type="text"/> | Barrier | <input type="text"/> |

PNP Equitable Services

☒ PNP Equitable Services **does not apply** to this grant.

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Total Planning Activity Costs (refinement of the desired educational results and the methods for measuring progress toward achieving those results and professional development of teachers and other staff who will work in the charter school)

\$478,500

Total Implementation Activity Costs (informing the community about the school, acquiring necessary equipment and educational materials and supplies, acquiring or developing curriculum materials, and other initial operational costs that cannot be met from state or local sources)

\$121,500

Total Planning Activity Costs + Total Implementation Activity Costs
(This amount should match TOTAL BUDGET REQUEST)

\$600,000

PAYROLL COSTS (6100)**BUDGET**

Educator compensation (planning phase)

\$53,500

Educator compensation (limited to first 30 days of implementation phase)

\$5,250

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional development and support for leaders and teachers (CEN and Educate Texas, planning phase)

\$375,000

Professional development and support for leaders and teachers (CEN and Educate Texas, implementation)

\$31,250

SUPPLIES AND MATERIALS (6300)

Supplementary textbooks and materials

\$75,000

OTHER OPERATING COSTS (6400)

Minor facilities repairs (excluding construction)

\$60,000

CAPITAL OUTLAY (6600)**TOTAL BUDGET REQUEST** \$600,000